

Chapter Two

Literature Review

This chapter discusses several studies that support and relate them with this research. The first part of this chapter talks about the teaching speaking, role play, the stages of role play in speaking class, the significance of role play in speaking skill, and the challenges using role play. In the last part of the chapter, the researcher will discuss about review of related study and the conceptual framework of this research.

Teaching Speaking. Speaking is the way to communicate, speaking is easier. In delivering the message /or media through speaking, speaking can select the word based on their own vocabulary. It can help them to communicate with others clearly without concerning to grammar directly. The purpose of teaching and learning English is to develop communicative skills that include the skill of listening, speaking, reading and writing. Therefore, the reason in teaching speaking does not only about ask the student to produce the sound, but also gives the student an opportunity to use language with others.

According to Nunan (1991), speaking is the same as oral interaction which is conventional ways of presenting information, expressing our idea and thought in our mind. Speaking is an interactive process of constructing meaning which always involves in producing words and meaning depending on the context. Speaking itself requires that learners not only to know how to produce the word, how to produce specific point of language like grammar, pronunciation or vocabulary but also to understand when, why, what way they are to produce the language.

The research is conducted in two cycles and every cycle consists of planning, action, observation, and reflection. In collecting the data, the researcher applied both quantitative and qualitative data collection. In qualitative, researcher used test which consisted of pre-test and post-test. In qualitative data, the researcher applied observation, interview and documentation.

In analyzing the data, the researcher calculated the mean score of pre-test and post-test then compare them. The researcher also interviewed the teacher and the students before and after the conducting this study. The researcher documented the activities during the action by taking picture. The result of this action showed that students' vocabulary is improved. It can be seen from the result from pre-test and post-test score. In cycle 1 the mean score shows from 6.2 to 7.71 and in cycle 2 the mean score showed from 5.75 to 7.64.

The second study was conducted by Kadek (2014) entitled "Teaching Speaking Skill through Role Play" this study conducted applied a classroom action research at class VII SMPN 1 Payangan. This study has consisted 31 students and being conducting 2 cycles which 2 meeting of each cycles of action. To gather the data, researcher used pre-test and post-test for the quantitative data and documentation, observation, questionnaire sheet and interview for gathering the qualitative data.

The result of this study showed that teaching speaking by using role play is significant. The mean score speaking test from cycle 1 is 72.58 the mean score from cycle 2 is 79.67. The mean score of speaking test is continuously improved. The

observation result showed that students gave their good respond during teaching and learning process using role play. Questionnaire and interview report also showed that role play had has helped them teachers in teaching speaking.

The third study was conducted by Diyah (2006) entitled “Using Role Play in Teaching Speaking” this study conducted applied a classroom pre-experimental method by using “one group pre-test and post-test design” and this study has consisted 104 students and IX.I class with 30 students as the sample to observe by using cluster random sampling.

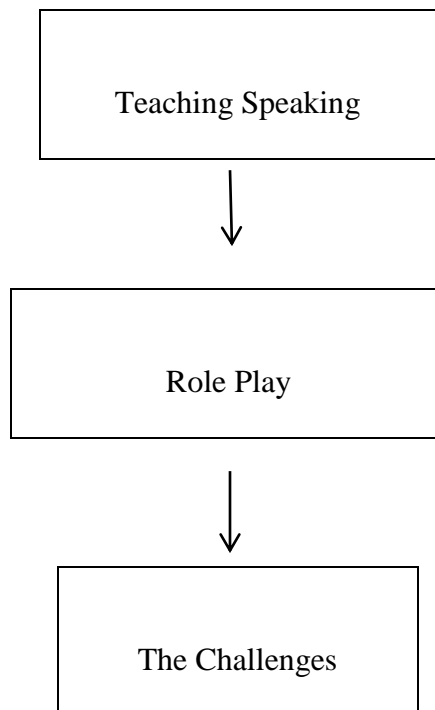
Based on the result of the data analysis, it is proven that the students’ score of speaking taught by using role play is better. Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 13,420. It means that there is a significance increase in teaching speaking by using role play. The value of degree of significance is 2,045 and 2,756. If two compared with each value of degrees of significance, the result is $2,045 < 13,420 > 2,756$.

Thus, it can be concluded from all of study show that implementation of role play in teaching speaking has a great result. The findings showed that role play is significantly to implemented role play in teaching speaking. The researcher has a same variable using role play in teaching speaking but all of the study using pre-experimental, action research, quantitative and qualitative to conduct the data. So, this research, researcher using qualitative to conduct the data. From the result of all the study the researcher interest to find another topic especially on Teachers’ challenges on the implementation role play in teaching speaking.

Conceptual Framework

In the previous explanation, the researcher has already explained about some problems on implementation of role play in teaching speaking because it consciously occurs in the private universities in Yogyakarta. The reason of researcher chooses that topic because researcher is going to find out the challenges on the implementation of role play in using teaching speaking. Teaching speaking is important aspect in learning process in English class. Teaching speaking have many techniques, one of the techniques is role play, teaching speaking using role play has some challenges and that the researcher wants to investigate Teachers challenges on the implementation of role play in teaching speaking.

Figure 1: Conceptual Framework



Confidence and enthusiasm are crucial factors in oral language expansion and speaking is productive oral skill. Thus, we need to try several strategies for teaching that can be used to help language learners get practice in speaking (Nunan, 2003). To make it clear, Nunan (2003, p.55) propose four principles for teaching speaking. Here are the following descriptions:

The first principle is to demand the students to achieve fluency and accuracy. Accuracy is the extent to which students' speech matches what people say when they use the language. Fluency is the extent to which speakers use the language quickly and confidently. Secondly, it is to provide opportunities for student to talk by using group work or pair work and limiting teacher talk. It is important for language teachers to be aware of how often teachers talk in class, so we do not take up students' time where they might want to speak as well. Group work or pair work activities will increase the amount of the time for the learners to speak during lessons. Thirdly, it is important to plan speaking tasks that involve negotiation for meaning. Hence, learners make a progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understand. In addition, it involves seeing if you have understood what someone has been said, clarifying your understanding, and confirming that someone has understood your meaning. Fourthly, teachers also need to design classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional speech is communicating with someone for social purposes and Transactional speech

involves communicating to get something done, including the exchange of goods and service.

Speaking is regarded as complex and prior skill in second or foreign language (Richards, 2008). Learners of second or foreign language regard someone who is capable in other languages when they have a good speaking proficiency. Therefore, teaching speaking of second or foreign language is needed to be comprehend in order to make students have good speaking proficiency. However, teaching speaking is not easy as what we imagine. Method of teaching is often taught in traditional ways in addition, a teacher uses variety of textbook, focuses on specific feature in grammatical issues, and creates non- interactional situation to teach speaking. Though those activities reflect on written language than spoken language, teachers still use them to teach speaking class.

Teaching speaking needs some rules not only to teach students speak, but also teach them to be a competent speaker. Teaching speaking rules needs such as topics, turn taking, interruption, termination, socio linguistic, style of speech, and non-verbal interaction (Brown, 2001). Besides, affective and social factors also become important because learners sometimes feel fear to express their thought. They consider with whom and in what ways they speak, so teaching speaking does not seems as easy as many elements included in. Then, the teachers should understand how to make students as capable speaker of English by identifying the problem of speaking. Thus, teachers can determine appropriate strategy to teach speaking skill.

Role Play

Role play refers to several meanings. According to Ardiyanti (2009), a role play is the changing of one's behavior to fulfill a social role in three senses. The first one is the playing of role such as in a theater or educational role. The second one is the role in several parts games including computer role playing game. The last one is specifically to role playing games. The students can use role play for playing educational role like in classroom. Hence, it can help them to practice their speaking ability.

Role play is one of the techniques to teach speaking skill which enables students to practice speaking. Maulany (2013), concludes in her study that role play is really a worthwhile learning experience for both students and teachers. Within this context, a role-play is used to help in promoting the development of students' teamwork skills. Moreover, Phuetphon, Chayanuvat, Sitthikul (2012) stated that role play is a communicative technique to develop fluency in students' language.

Role play as a technique of learning enables students to communicate with others. According to Phuetphon et al. (2012) stated that students perceive role-playing as one of the most important techniques for learning communication skills after discussion. Based on this theory, role-play is also as a main technique to communicate, and it requires students to involve themselves in the learning process actively. The students' contribution in role play activity is also important to support their learning process, and it can make students become more active in the situation. Larsen Freeman (as cited in Ardiyati, 2009) argued that role-play is very important in

Communicative Language Teaching because it provides students an opportunity to practice in communicating with different social context and different social roles.

Larsen freeman further stated that role-play may be situated in authentic settings where students are allowed the opportunity to acquire the intended learning outcomes by making mistakes in safe environment.

The Stages of Role Play in Speaking Class

There are some stages in the implementation of role play. In role play, students make dialog or conversation with their friends. They also create real situation in scenario. In developing speaking skill with role play, Paskasari (2014) suggested that a teacher has to think the following procedures. The first procedure is prepared carefully. Introducing the activity can be done by describing the situation and make sure that all of the students understand clearly. Secondly, setting a goal or outcome. Teachers need to make sure that all the students understand about what the role play should be and know the plan, then they share opinion. The third procedure is using cards. Teachers give cards to every student. It is supported by Ardiyati (2009), this may need the teacher to act as 'walking dictionary', to monitor the class and to provide some words or phrases. Students have to describe something, for example, describing the person animals and others from the cards containing words or expression that can be used by students with lower proficiency. Fourth procedure is brainstorming by asking the students to predict what vocabulary, grammar, and expression that might be used. The fifth is to keep small group. Teacher should make students feel confident with small group. However, Sometimes large group can cause

noise and also make students feel less confident and concentrated. The sixth stage is to let the students have preparation. Students should make outline of their sentences, ideas, expressions that might be used. The seventh procedure is presenting as resources not a monitor and teachers keep in touch to answer students' question. In addition, as teachers, do not correct their pronunciation or grammar in the middle of role play. Furthermore, eighth procedure allows students to work at their own levels since every student has different proficiency. Also, do not expect all students to use the correct structures or rules of grammar or vocabularies which were taught. The next procedure is topical follow-up. In this step, Students must report or present their outcome regarding their activity to other students. The last procedure is linguistic follow-up. After role-play is done, teachers must give feedback about grammar or pronunciation.

Moreover, teacher can make a note of the appropriate procedure to teach role play in speaking class. It is important for teacher to think of what plan should be done to encourage, monitor and facilitate the students to use role play when they make conversation with their peers in a specific situation.

The Significance of Role Play in Speaking Skill

Role play provides significances for both teachers and students in learning process. Firstly, it helps student to be motivated in learning process. It is supported by Kartini (2007) who stated the importance of applying role play for teacher is to develop teachers' ability in increasing students' interest, while for students, it can motivate them in learning process. It means that using role play makes learning

process become more enjoyable and increases their motivation. Role play is believed to motivate students to pay more attention on the material in the process of learning. It is also supported by Nga (2011) that role-play can develop students' fluency in the target language, promote students to interact with others in the classroom, increase motivation, and makes the teaching-learning process become more enjoyable. The second significance of role-play is to help students to solve problems because it will develops the skill of problem solving in social life. It is supported by Matwiejezuk (1997) who claimed that "using role play teaches students increasing problem solving skills" (p.35). Role play focuses on problem solving in the social life, especially students' life and motivates students to pay more attention to the material in the process of learning. Besides, Cohen, Manion and Morrison (2011) argued that role play has the effect of making students focus and creating new awareness.

Role play in speaking skills enhances the target language use. Role play assists students in pronunciation and expression (Phillips, 1993). The significances of role play helps students to be able to speak English in various daily life situations and promote active learning amongst undergraduate students (Rahimy & safarpour, 2012). Role play helps students to communicate. Moreover, using role-play in speaking class can express students' feeling, opinion, ideas in various characters orally. According bagwell (2011), there are three ways to develop students speaking skill, such as groups interaction, role-play and presentation. From the Bagwell explanation, it can be inferred that role play is one of the ways that can improve

speaking skill. Therefore, it can be concluded that role play has many significances for the students in speaking class.

There are several reasons for using role play to improve speaking ability in classroom activities suggested by Ladousse (as cited in Susanti, 2007). The first reason is the range of experiences which can be brought into classroom, and the teachers can train the students' speaking skill in any situation through role play. Secondly, the most important significance of role is that students are required to use and develop from people of learning English since it is to prepare themselves in real life. It is helpful for students to try and experiment with the language they will need in the friendly and safe environment of a classroom. The others reason is that role-play helps many students to be confident by providing them with a mask. At last, the most important reason for using role-play probably is fun.

From explanation above, role-play is one of the techniques which can with enhance fluency of students in speaking ability, and develops students' interaction with their friends in the classroom using English. The students can find comfort and pleasure when they are speaking in a classroom role-play. Students can practice overcoming the difficulties of speaking through role-play. It helps students significantly.

The Challenges using Role Play

Although using role play in the classroom provides good result for the learning process of the students, there are some different results from these techniques. Here are some challenges in using role play in the classroom. The first

challenge is lost control in the classroom. When implementing role play in the classroom, the learners are the only participants in the activity. Besides, the teachers' participation in the activity is less, and it might make them lost control of the class. (Sam,1990). Secondly, role play has difficult activities control since teachers need to monitor students' performance because students are mostly involved in the activity so that learning process takes a place and teachers reach goals and objectives. The next challenge is easily to make mistake. In role play, teachers do not participate in the activity since students are the only people who act as players and controllers as well. That way, it will let the students possibly make mistakes, produce and practice ungrammatical sentences. In another way, McHardy and Allan (2000) said that there are three problems of implementing role play. Some of problems encountered as follows role play requires a great deal of time and effort to be successful it means that role play spends more time to get a good result. Then, it also need recording equipment, replaying audio or video which help to illustra. However, sometimes when students have used audio or video recording equipment, it will create the other problems such concentration, confidence and allotment.

Review of Previous Related Study

There are three previous studies that had been conducted related to this study. The first study conducted by Susilo (2014) entitled "Improving Students' English Speaking through Role Play at Grade XI of Travel Tourism program of SMKN 6 Yogyakarta". The aim of this research is to find out whether or not role play can improve students' speaking skill. This study conducted an action research in 2013.